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ABSTRACT

During an 8-month period, a primary school teacher designed and implemented a practicum study intended to socialize children in prekindergarten through 3rd-grade classes to be cooperative, responsible, and achieving individuals. Primary goals of the practicum were to develop a nurturing affective environment, enhance character development, decrease behavioral problems, and enhance home and school relations. A literature review provided: (1) evidence of the importance of an affective environment for the enhancement of character development; and (2) suggestions for establishment of such an environment. The effort to establish a positive, nurturing affective environment involved getting support from school administration and the Parent Teacher Association, writing a proposal for an education grant to purchase education materials, arranging teacher in-service and peer-teacher support activities, and providing teachers with suggestions, activities, and support. Practicum evaluation data indicated effectiveness in improving character development and decreasing behavior problems. An emphasis on story writing and story telling resulted in over 600 works by students. Questionnaires and other measures, instructional materials, and additional materials used in the practicum are appended. (RH)

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Establishing an Affective School Environment to Enhance Character Development in PreK-3rd Grade Students Using Storytelling Techniques

by

Karol L. Yeatts

Cluster 25

A Practicum II Report Presented to the Ed.D Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Clois R. McIntosh
Clois McIntosh

1st Grade Teacher
Title

17460 SW297 Terr.
Address

July 17, 1990
Date

This practicum report was submitted by Karol L. Yeatts under the direction of the adviser listed below. It was submitted to Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

8-10-90
Date of Final Approval of Report

Georgianna Lowen, Ed.D., Adviser

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ABSTRACT

Establishing an Affective School Environment to Enhance Character Development in PreK-3rd Grade Students Using Storytelling Techniques. Yeatts, Karol L., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Affective Education / Character Education / Primary Education.

This practicum addressed the problem that PreK-3rd grade students were not socialized to be cooperative, responsible, and achieving as the school lacked a positive, nurturing affective environment. The literature review disclosed evidence of the importance of providing an affective environment for the enhancement of character development and presented suggestions for establishing such an environment.

The primary goals were to develop a positive, nurturing affective environment; to enhance character development; to decrease behavioral problems; and to enhance home and school relations. In addressing these goals the writer administered a needs assessment questionnaire to teachers; obtained support from the administration and the school's PTA; planned inservice activities for teachers; provided teachers with numerous resource materials and activities; supervised and maintained the program; and developed and administered the evaluation instruments.

The results of the practicum were positive. Analysis of the data revealed that a positive, nurturing affective environment was established which significantly enhanced the character development of the students and thereby significantly decreased behavioral problems. Additionally, as a result of emphasizing story writing and storytelling, students produced over 600 original pieces of literature with themes pertaining to friendship, cooperation, citizenship, caring, honesty, responsibility, courage, confidence, and respect and appreciation of others.

CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum was a school located at the southern most extreme of a peninsula state. The school is situated within a rural residential area and is surrounded by plush agricultural farming land.

The community surrounding the school has a population of approximately 23,000 residents and is rapidly increasing. The area is favored by many for retirement because of its rural atmosphere, but easy access to the advantages of a large metropolitan area.

The socioeconomic makeup of the community is generally middle class. However, due to the large farming industry there are areas of extreme poverty. Areas of extreme wealth exist as well within the community.

Agriculture is the predominant economic influence in this area as it is the number one source of income and employment for many of the area residents. Almost before the sun rises the fields are teeming with activity as the area contains some of the most agriculturally productive land in the nation.

In addition to the agriculture industry, one of the nation's largest military installations is located within the community. There are approximately 12,000 military people located within the base area which is the home of the Air Force, Navy, and Marine Corps U.S. Defense Team.

Other industries play an increasingly important role. Tourism ranks third as a major industry in the community. Additionally, one of the world's largest power plants is located within the area. The power plant provides a variety of employment opportunities.

Writer's Work Setting

The school's permanent physical facility is presently twenty-eight years old and consists of two permanent building wings containing fourteen classrooms. Adjoining buildings include a cafetorium, an office, and a media center. In addition to the permanent structure there are ten wooden portable classrooms and three relocatable buildings. The percent of utilization of the permanent facility is 140% which indicates an overcrowded situation.

The school population consists of approximately 570 students which includes: 44% white non-hispanic; 26% black non-hispanic; and 30% hispanic. The school houses students in grades PreK-5 with approximately 20 prekindergarteners, 100 kindergarteners, 100 first graders, 100 second graders, 90 third graders, 90 fourth graders, and 70 fifth graders.

The school mobility indicator is 43% which is a result of the migrant labor force moving in and out of the area according to the growing season and military personnel being assigned to the military base or relocated to another facility.

At present there are twenty-three basic education classes, three learning disabilities classes, one intensive speech class, a Chapter I resource program, a computer lab, and a bilingual program with ESOL classes, Spanish S, and Spanish SL. Of the total Hispanic population, 14% have limited English proficiency and are served by the ESOL program. Additionally, 12% of the total school population participates in the exceptional education program and 38% participate in the Chapter I resource program. The school also offers classes in art, music, physical education, and computers. Other services offered by the school include bus transportation with approximately 33% of students being bused to and from the school each day. Due to the economic conditions of the community, the school provides a breakfast and lunch program with 65% of the enrolled students participating in this program.

The administration consists of a principal and an assistant principal. There is one guidance counselor whose support services assist students in their personal, social, emotional, intellectual, and career development. In addition to the administration, the faculty consists of thirty-six instructional personnel. Of this number 55% are white nonHispanic, 28% are Black nonHispanic, and 17% are Hispanic. There are twelve staff members with master's degrees and two staff members with specialist's degrees. The average number of years of teaching in the state is six years.

Writer's Role and Responsibilities

The writer is a native of the area and her first twelve years of education occurred within the local county school system in which she is currently employed. Working her way through college, the writer began her employment with the county school system as a clerk in the purchasing department.

The writer has a bachelor's degree in elementary education and a master's degree in early childhood education. After completing her bachelor's degree the writer taught kindergarten for two years at a private school. After receiving her master's degree the writer designed, directed, and taught in a church sponsored preschool for two years.

The writer, as previously mentioned, is currently employed as a teacher by one of the nation's largest public school systems. For the past eight years she has taught first grade at the same school site in which the practicum was implemented. She has served as grade level chairperson, as the school's TEC (Teacher Education Center) representative, as a member of the school's discipline committee and the school's Quality Instruction Incentive Program (QUIIP) committee. She has also served as the sponsor for the school's Future Educators of America Club.

The writer has been active on the county level as well. She served as a facilitator and writer for the county school system's career education department; assisted in writing a second grade career awareness learning activity package; and was responsible for creating and writing the kindergarten career awareness program. The writer also served on the writing team which designed the pre and posttests for the validation study of the county school system's Career Awareness and Basic Skills (CABS) program. The writer has also received two educational mini grants for the improvement of math and science instruction in the primary grades. Additionally, she received an Impact II Entrepreneur Grant for Mathematics and was chosen as the county's 1989-90 Elementary Math Teacher of the Year.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Today America is faced with troubled social institutions that in the past have been responsible for the affective development of children, such as the family and the church. The extended family as a support system is virtually disappearing as America has one of the highest divorce rates in the industrial world. The number of children affected by divorce now exceeds one million annually (London, 1987). With the increasing number of divorces comes the increasing number of single-parent homes. The necessity of the single parent having to work has placed additional stress upon children. Statistics indicate that there are over eight million latchkey children and more than a million cases of nonsexual child abuse and neglect reported annually.

Because of the prevalence of disrupted or troubled family circumstances, too many children are not receiving positive, affective, and nurturing messages. Millions of children seemingly lack love or guidance given from the family. Today more and more children come to school without breakfast, without enough sleep, without their homework completed, and unfortunately without feeling that anybody cared about them. Children, therefore, are growing up without a full range of social skills that are needed to manage in an increasingly complex society. Increases in the number of runaway children, children's suicide, alcohol and drug abuse, teen pregnancies, and delinquency further indicate the delicate and troubled situation of children today.

Within the writer's work setting, 53% of prekindergarten through fifth grade students were identified as having special needs or problems. These problems include: divorced families, abuse, behavioral problems, low self-esteem, poor peer relationships, and poor school attendance. The prevalence of

these problems has raised important questions about the affective development of America's children and the role that schools should play in it. But, schools too have been faced with troubles.

Dramatic increases in the dropout rates and increased failures to teach basic skills plague the public schools. Current statistics indicate that of the children enrolled in school today, one in four is at risk of dropping out of school. Within the writer's elementary school setting, 21% of fourth and fifth grade students were identified as at risk students; those who are potential dropouts. Additionally, 40% of the total school population were previously retained for not mastering grade level objectives in reading and/or mathematics.

Providing students with academic competencies is a valid priority for schools. Education, however, is self defeating if it concentrates only on the cognitive development of students and ignores the affective development. During the past thirty years schools have greatly emphasized cognitive and academic development and as a result little attention has been given to the students' affective development. As schools are besieged by widespread academic failure and high dropout rates, a greater emphasis on basic academic skills is unlikely to reduce the number of at risk students unless educators include similar efforts to improve students' affective development.

It was the writer's observation that teachers in this school were not assisting in enhancing students' affective development despite the results of recent Gallup Polls which indicated overwhelmingly that parents want affective and character education included in the school's curriculum; that the Association for Supervision and Curriculum Development (ASCD) panel on moral education recommended that schools team up with the community to identify and develop values to be taught to the students; and that the current presidential administration also encouraged schools to

develop programs to assist students' in developing character, morals, values, and prosocial behaviors.

Broad goals for designing character development programs were presented in the literature. For clarification, character development within this practicum means: the development of social cooperation skills; fostering the growth of mutual respect of others; the development of a moral classroom based on fairness, caring, respect, and democratic participation; the development of observable character traits such as kindness, honesty, and responsibility; and the enhancement of self-esteem based on one's prosocial behavior toward others as well as personal achievements.

It was the writer's observation that education within the school setting tended to be teacher-centered and textbook-dominated. Teachers at this school setting did not use, on a regular basis, activities that enhanced character development. Little or no time was allocated for students to share experiences, practice cooperative and prosocial behavior, and discuss their feelings. It was also observed that teachers did not have adequate materials as no prescribed program for enhancing character development existed at the school.

In conclusion, the problem addressed by this practicum was that students in PreK-3rd grades were not socialized to be cooperative, responsible, confident, and achieving as the school lacked a positive, nurturing affective environment.

Problem Documentation

In order to provide documentation of the problem stated in the previous section, the writer held an informal interview with the school's guidance counselor and designed a Teacher Questionnaire (see Table 1).

The interview with the counselor was conducted to assess the current affective needs of students in prekindergarten through third grade and the need for establishing a positive, affective nurturing school environment to enhance character development. The counselor emphasized the great need to enhance all aspects of students' self-esteem. The counselor reported on the high percent (53%) of students presently identified at the school who have special needs. Special needs included such aspects as low self-esteem, poor peer relationships, behavioral problems, poor attendance, divorced families, death of family member, child abuse, substance abuse, and poor academic progress and previous retention. The counselor indicated that this percentage is probably higher as students and parents were not always comfortable in confronting, acknowledging, and discussing problems.

The guidance counselor emphasized that there was not enough time in her schedule to work with all the special needs children and to work with others in developing positive self-concepts. She indicated that a counselor's duties included an enormous amount of paper work. Documentation concerning the reason for a student and/or parent conference and its outcome must be completed each time the counselor meets with a child or parent. Additionally, the counselor's responsibilities included conducting monthly child study sessions of which her presence was mandated. The counselor further stated that a character development program per se did not exist at the school and that such a program would be a great asset to the curriculum.

The teacher questionnaire was designed for several reasons: to assess whether teachers considered students to be lacking in character development; to assess teachers' present knowledge and use of character development activities; and whether teachers were interested in participating in and implementing a character development program.

The questionnaire was completed by a total of twenty-four teachers: one prekindergarten teacher, four kindergarten teachers, five first grade teachers, five second grade teachers, four third grade teachers, and five special area teachers (ESOL, Spanish S., and exceptional education). Teachers were asked to rank each question on a scale of 1 to 5. A score of 5 indicated that the teacher strongly agreed with the question item. A score of 4 was given if the teacher agreed with the item. A response of 3 indicated that the teacher somewhat agreed. A score of 2 indicated that the teacher disagreed with the item and a score of 1 indicated that the teacher strongly disagreed with the item. The results of their responses are presented on Table 1.

The results of item #1 provided evidence that students at the writer's work setting were lacking in character development. The responses indicated that seven teachers strongly agreed, nine agreed, and three somewhat agreed with this item. The results of item #2 indicated that twenty teachers strongly agreed, three agreed, and one somewhat agreed that the school should try and build character in students. The results of item #9 indicated that nineteen teachers strongly agreed and four agreed that all students would benefit from a character development program. Only one teacher disagreed with item #9. These results provided evidence that the majority of teachers favored the implementation of a character development program.

Item #4 results indicated that one teacher strongly agreed, eighteen agreed, and two somewhat agreed that their present knowledge of the importance of character development was adequate. Three teachers disagreed with this item. Results of item #8 indicated that seven teachers strongly agreed, twelve agreed, and three somewhat agreed that they were interested in attending workshops or presentations pertaining to character development. One teacher disagreed and one strongly disagreed with this item.

Table 1

Teacher Questionnaire Results

Questionnaire Items	No. Responses Ranking 5	4	3	2	1
1. In general students are lacking in character development.	7	9	3	0	0
2. Our school should try and build character in students.	20	3	1	0	0
3. Low self-esteem prevents one from achieving his/her full potential.	22	2	0	0	0
4. My present knowledge of the importance of character development is adequate.	1	18	2	3	0
5. I have adequate materials for enhancing character development of my students.	0	3	5	12	4
6. I use activities on a regular basis to enhance character development in students.	2	6	9	6	1
7. I would like to have additional materials for enhancing character development.	13	6	4	0	0
8. I would be interested in attending workshops or presentation pertaining to character development.	7	12	3	1	1
9. All students would benefit from a character development program.	19	4	0	1	0
10. The use of literature can assist in enhancing character development.	13	8	3	0	0
11. I use stories to enhance character development in my students.	6	12	5	2	0
12. I read orally to my students regularly.	9	8	3	3	1
13. Students have regular opportunities to share stories.	7	6	8	2	1
14. Students enjoy storytime exchanges.	14	7	3	0	0
15. I would be interested in implementing a character development program using storytelling techniques.	14	8	2	0	0

These results provided evidence that although teachers perceived their knowledge of the importance of character development to be adequate, the majority were still interested in attending workshops or presentations pertaining to character development.

The results of item #5 indicated that no teacher strongly agreed that they had adequate materials for enhancing character development in students. Three teachers agreed and five somewhat agreed that they did have adequate materials. However, twelve disagreed and four strongly disagreed with this item. Item #7 indicated that thirteen teachers strongly agreed, six agreed, and four somewhat agreed that they would like to have additional materials for enhancing character development. The results of these items indicated that teachers believed that they did not have adequate materials available to use to enhance character development and that they would like to have sufficient materials.

Item #6 indicated that two teachers strongly agreed that they used activities on a regular basis to enhance character development. Six teachers agreed and nine somewhat agreed. Six teachers disagreed and one strongly disagreed that they used character development activities regularly. The results of this item provided evidence that teachers were not using activities on a regular basis to enhance character development in the students.

The results of item #10 indicated that thirteen teachers strongly agreed, eight agreed, and three somewhat agreed that the use of literature can assist in enhancing character development. Item #11 indicated that six teachers strongly agreed, twelve agreed, five somewhat agreed, and two disagreed that they used stories to enhance character development. The results of these items provided evidence that teachers believed stories can enhance character development as the majority have used stories for that purpose.

In conclusion, the results of the teacher questionnaire and the informal interview with the school's guidance counselor provided evidence of the writer's belief that:

1. Students in prekindergarten through third grade were lacking in character development.
2. That students in prekindergarten through third grade were not socialized to be cooperative, responsible, confident, and achieving as the school lacked a positive, nurturing affective environment.
3. Teachers believed that the school should try and build character in students.
4. Teachers did not have adequate materials for enhancing character development in students.
5. Teachers were interested in attending workshops or presentation pertaining to character development.

Causative Analysis

The problem that students were lacking in character development and that they were not socialized to be cooperative, responsible, confident, and achieving had several causes. The writer believed that one cause was that teachers were not adequately prepared for providing instruction in the affective domain and for enhancing character development. College and university preparation for teaching normally consisted of methodology courses that emphasized the cognitive domain and the acquisition of academic knowledge with little attention given to affective instruction and development. Additionally, methodology workshops or in-service activities to enable teachers to improve their instruction in the affective area were not readily available at the writer's school site.

A second cause of the problem was that teachers did not have resources or an adequate supply of materials available to assist them in enhancing character development. The writer believed this was based on financial constraints placed on the Department of Education. Funds for education are used to purchase academic materials such as textbooks, workbooks, skill packages, computers, and computer software. Funds for purchasing resource guides and materials for activities and lessons for enhancing character development were not readily available to teachers. And presently, there were no commercially prepared programs for developing character at this school site.

A third cause of this problem pertained to the great emphasis placed on academic achievement and the lack of time allotted for enhancing affective development. Teachers have a full schedule of academic subjects with required minutes of instruction for each subject. Because of the rigid time constraints, teachers claimed that there was no time left to discuss students' concerns, feelings, and opinions.

A fourth cause of this problem was that teachers were hesitant to teach affective development for fear of reproach and being accused of imposing religious beliefs or of indoctrinating children. Therefore, many teachers addressed academics only, leaving affective development and instruction to the parents. Additionally, assessing affective development was not as easy as evaluating and grading cognitive growth. Because of the emphasis on accountability, teachers tended to ignore instruction in areas where growth could not be measured by paper and pencil tests.

A fifth cause of this problem was related to students' home environments. Many students at the writer's work setting came from single parent homes and poor socioeconomic neighborhoods. The home environments had neglected the nurturing of affective attributes and prosocial behaviors. Many of these children have had to fend for themselves. They come to school without

breakfast, without enough sleep, without their homework completed, and unfortunately without feeling that anybody cared about them.

The Related Literature

The prevalence of disrupted and troubled families has deprived many children of positive socialization messages. As children spend so much of their time in school, the school environment cannot be neglected as a place for the encouragement of experiences that facilitates the understanding of one's self; of learning the value of being confident in one's abilities; of setting goals and commitment to accomplish these; and of fostering a belief that success is achievable in many different ways. Many educators have, therefore, acknowledged that fostering the social development of students must be among the school's primary goals.

A review of the literature indicated that schools have been called upon to share a greater responsibility in assisting in the affective development of students. Graham (1988) reported that teachers have been called upon to assist in the character development of school children. Graham presented the results of a recent Gallop Poll designed to determine if it should be the school's responsibility to try and build character. The poll results indicated that 43% of those surveyed felt values and ethical behavior should be taught in public schools. Of those surveyed, 62% stated that it would be possible to develop subject matter for character education courses that would be acceptable to most people. Graham described several schools which were implementing some type of value and/or character education program. The results of these programs indicated increases in attendance, increases in self-esteem, increases in standardized test scores, decreases in discipline problems, decreases in vandalism, and decreases in drug incidents.

A change in how schools should view their role in the development of students' character was reported by London (1987).

Due to increase societal problems, schools have had to become the major force in assisting in developing students' character. Schools, therefore, need programs to assist in this endeavor. London, however, reported that at the time of the article's publication a national strategy for meeting the goals of a character education program did not exist and needed to be established. The author described the goals of character education as teaching children citizenship, that is, civic virtues and personal adjustment that enabled children to become productive and responsible citizens.

Ayers (1989) implied that due to the delicate and precarious condition of children today, many lack the basic needs of love, care, and attention. This situation is a result of the startling changes which our society has undergone. Ayers further implied that schools can not avoid the responsibility for assisting in meeting the needs of its children and that educators should create positive, affective, and nurturing environments where children's needs can be addressed.

Mulkey (1988) briefly described the growth of character education curriculum. Due to increased substance abuse, higher dropout rates and increased suicides, teaching values became the school's obligation. Educators recognized the importance placed on good self-esteem as it is an important ingredient in improving the academic gains of students. Additionally, Mulkey briefly highlighted organizations, associations, and legislation that supported the establishment of character education curriculum in schools.

The Reagan administration as reported by Lewis (1987) implied that the primary downfall of schools focused on the absence of instruction in values. As a result character education became a political issue and thus became a significant priority for schools. Pre-packaged kits, commercialized programs, and staff development activities were created which lead schools to believe

that the instruction of character education had been taken care of. However, character education is more than a political issue, it is a matter of the whole child and the relationship of the child to society. Therefore, educators should guard that character education not be overlooked as new educational priorities are expressed by the legislators.

Schools in their attempt to teach affective development are faced with questions concerning the goals of an affective education program and how affective programs will be organized and presented. The related literature presents several solutions to these concerns.

Burkholder, Ryan, and Blanke (1981) referred to the 1980 Gallup poll which indicated that 84% of parents who had children attending public schools were for schools teaching moral education, however, a consensus on how to instruct moral education varied. The authors described a commission concerned with the teaching of morals and ethics which was established at The Ohio State University and funded by Phi Delta Kappa. The commission had three main goals: to assist the community in recognizing and identifying its morals and values; to create a survey that would indicate the community's opinion toward schools implementing moral education; and to formulate an plan of action for disseminating information. The authors emphasized that knowing the morals and values important to the community was a key ingredient for the success of a values, morals, and/or ethics education program.

Lickona (1988a) also referred to the results of a Gallup Poll which showed that parents wanted moral education to be included in the classroom's curriculum. The author provided both broad goals and specific objectives which could be used to establish a moral education program. Specific objectives included the enhancement of observable character traits such as respect for others and responsibility. Additionally, Lickona discussed the role of the

teacher and the administrator in providing an atmosphere conducive to moral and ethical character development. He provided examples of schools such as Birch Meadow Elementary School in Reading, Massachusetts and Winkelman Elementary School north of Chicago, Illinois which have successfully incorporated character education programs.

The goals of character education and strategies for enhancing character development were further and sufficiently described by Lickona (1988b). The author reiterated that schools should foster in their students a sense of community, cooperation, moral cogitation and cognition, and collective decision making. Lickona emphasized that the fostering of each of these senses should not be done independently as each reinforces the other.

Beane (1986) implied that the instruction of affective education, although a very important aspect of education, is still being debated. The deliberations pertain to how and what affective learning should be taught. Beane highlighted two different affective education positions; the absolutists and the developmentalists. Beane suggested that schools adopt the developmentalists position and provided a rationale for doing so. The author discussed several shortcomings of affective education programs and stressed that educators must be aware of these problems if affective education and learning are to be effective. In closing, Beane emphasized that schools should not be held completely responsible for the affective development of children. Assistance from parents, the business community, social agencies, and other support groups is necessary in order to furnish a beneficial and fulfilling education for all children.

Lickona (1988c) agreed that assistance and support from parents is necessary for the success of an affective character education program. The author emphasized that if there is going to be a permanent influence on the disposition of a child schools must work together with parents in enhancing moral and character

development. The author described several successful methods used to engage parents as partners in the affective and moral education of their children. Some of these methods included: identifying the school-community morals; organizing parental support groups; and formulating opportunities for parents to become involved in and share in the school's moral education programs. Lickona emphasized that many parents are eager to assist the schools in helping their children develop into responsible and moral citizens.

The ASCD Panel on Moral Development (1988) recommended that schools team up with the community to identify and to develop the values to be taught to the students. The panel provided an historical perspective of moral education in America and reported that character education programs were experiencing a resurgence. The panel presented ten recommendations for schools which would contribute to the development of morally mature individuals. Several recommendations included: creating a partnership with schools, parents, and community members; periodically evaluating the moral climate of the schools and surrounding community; offering workshops and/or in-service activities to teachers; and a continuation of research pertaining to successful methodologies used in teaching moral education. The ASCD panel also outlined several character attributes that moral education programs should develop in children. These characteristics included: respect; caring; kindness; responsibility; integrity; and moral cognition.

In conclusion, a review of the related literature presented evidence that schools have been called upon to share in the responsibility of assisting in the affective development of students, that is, students' moral and character development. The literature presented the importance of establishing a character education program and provided goals for developing an affective education program.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENT

Statement of General Goals

Providing a positive, nurturing affective school environment is very important in enhancing character development. Therefore, the goal for this practicum was to establish a positive, nurturing affective school environment to enhance the character development of prekindergarten through third grade students to be cooperative, responsible, confident, and achieving.

Behavioral Expectations

The following specific behavioral objectives were projected for this practicum:

1. To enhance PreK-3rd grade students' character development over an 8 month period as measured by a postimplementation teacher observational checklist indicating 90% or higher mastery by students.

2. To develop a positive affective environment over an 8 month period as measured by a postimplementation student survey indicating an average score of 80 points or higher.

3. To decrease the percent of students identified as "at risk" over an 8 month period by 25% as measured by the number of case management referrals completed at the beginning and end of the implementation period.

4. To enhance school and home relationships during an 8 month period as measured by an average score of 80 points or higher on a postimplementation parent questionnaire.

Evaluation Instrument

The first behavioral objective was to be measured by a post implementation teacher observational checklist (see Appendix A). This type of measurement was chosen because it would allow teachers to quickly determine which students had mastered the specific monthly activities. An analysis of the post implementation teacher observational checklist would easily be computed by simply counting the total number of students who showed 90% mastery or higher of the various monthly activities. A further analysis of this objective could be made by finding the percent of students mastering the goals. The percent would be derived by dividing the number of students who mastered the activities by the total class enrollment.

The second objective was to be measured by a post implementation student survey (see Appendix B). This measurement was chosen as it would allow students to participate in evaluating their school and classroom environment. An analysis of the postimplementation student survey could be computed by simply counting the number of students who responded favorably to each questionnaire item. The percent of students responding favorably would then be derived by dividing the number of students who responded favorably by the total number of students who completed the survey. This procedure was also to be used to find the percent of students whose responses indicated uncertainty as well as students who disagreed with the surveyed questions.

The third objective was to be measured by the total number of case management referrals completed prior to the implementation period and at the end of the implementation period (see Appendix C). The case management referrals indicated specific behavioral and problematic situations observed by a teacher, the school counselor, the administration, and/or other staff members. This measurement was chosen as teachers currently used the case management referrals and were, therefore, familiar with the

requirements for completing the referrals. Additionally, record keeping would be facilitated as five copies of each referral were to be made. A copy of the referral was to be given to the referring party, one was to be placed in the student's cumulative folder, and the others to be used for administrative purposes. An analysis of the case management referral results would be computed by first finding the difference between the pre and post case management referrals completed. The percent score could then be derived by dividing the difference by the number of pre referral cases.

The fourth objective was to be measured by a post implementation parent questionnaire (see Appendix D). This type of measurement was chosen because it would allow for a quick analysis regarding how parents perceived the school in providing a positive, nurturing, and affective school environment and for enhancing character development. An analysis of the postimplementation parent questionnaire would be computed by counting the number of parents who responded to each of the five possible ranks. This number would then be divided by the total number of parents who responded to the total item which yielded a percent for the parent responses.

Because of the practicum's extended time period, eight consecutive months, provisions were included to account for possible unexpected events. The writer included a weekly log (see Appendix E) which was used for the writer's observations and comments, as well as comments and suggestions made by other teachers concerning the various character development activities implemented as well as any affective and/or nurturing activities implemented. The weekly log was useful as a means for determining which activities were most effective and successful.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Students' affective development is as important as their cognitive development. A review of the related literature acknowledged this importance and presented evidence that affective learning and teaching did enhance cognitive development as well as character development.

One solution to enhance character development was to establish a positive, affective nurturing environment. Currie (1988) offered suggestions to educators for establishing such an environment. He discussed an affective program model implemented at a school in a rural small-town setting composed of four hundred eighty-six K-5th graders. Currie concluded that learning, memory, and social behavior have strong ties to the learner's emotional state and that developing a school program around the affective needs of the students was a successful and effective method for increasing achievement and decreasing behavioral problems.

Lasley (1987) discussed the child-rearing practices of primitive nonviolent cultures and suggested that educators learn from these simple cultures. Lasley presented several suggestions which teachers can use for enhancing the development of students' affective behaviors. Suggestions included: using methods of discipline that advocates individual responsibility, refraining from the use of negative reinforcement; using positive verbal acknowledgments; and establishing a positive, nurturing environment. Lasley concluded that the affective development of children is a joint responsibility of all who care about them.

The importance of the verbal environment in the affective development of children, especially children's self-esteem, was further discussed by Kostelnik, Stein, and Whiren (1988).

The authors highlighted the characteristics of both a positive and a negative verbal environment. The authors also presented suggestions for creating a positive verbal classroom environment and strongly emphasized that teachers' verbalizations are an important and viable component in the level to which children believe themselves as being capable and worthwhile beings.

The use of cooperative learning techniques also provides for a nurturing environment. Slavin (1987) described and provided examples of two comprehensive cooperative learning methods: Team Accelerated Instruction (TAI) in mathematics; and Cooperative Integrated Reading and Composition (CIRC) in language arts. The research cited by Slavin indicated that instruction using cooperative learning is significantly more effective than traditional instructional methodologies. Positive effects of cooperative learning included: better race and peer relations; increases in the acceptance of mainstreamed and/or handicapped classmates; and the enhancement of students' self-esteem. Slavin implied that the development and successful implementations of cooperative learning programs has resulted in educators reevaluating their own instructional techniques.

Establishing a nurturing affective environment would be of great benefit as it has many positive results. The literature indicated that providing a nurturing affective environment increased academics gains, increased self-esteem, increased cooperation between students and teachers, increased positive peer relationships, and decreased behavioral problems. Providing a positive, nurturing affective environment would also be a benefit to teachers as students' concerns for the school and their community would also increase.

A second solution to enhance character development and to establish a positive, affective nurturing environment was to offer in-service activities to teachers and other interested adults.

Elias and Clabby (1988) described the Improving Social Awareness-Social Problem Solving (ISA-SPS) Project. The project enabled interested adults an opportunity to improve their abilities in helping children develop the skills necessary for handling many interpersonal problems. Eight skill building steps designed to help students develop a problem solving strategy were presented.

The TIES Project, Teaching Interpersonal Expertise to Strengthen Systems, is another program designed to assist adults in developing skills for nurturing children (Karnes, Johnson, and Beauchamp, 1988). The authors described the projects major components and highlighted the areas in which the training sessions focused. The results of implementing the TIES project indicated that adults can improve their skills in nurturing children and that creating a nurturing environment can and does improve children's motivation and self-esteem.

The literature indicated that teachers and parents can improve their skills to; nurture children, enhance character development, and establish an affective environment. Using in-service sessions or workshops to assist teachers was a benefit as teachers had an opportunity to improve their abilities and skills and were provided with new ideas and ways for enhancing character development. However, scheduling was a drawback for teachers wanting to attend in-service sessions. Many teachers were unable to arrange time after school and locations other than the teachers' own school site posed transportation problems.

Mandating and requiring schools to develop and implement affective learning and character education programs was another solution reported in the literature. Currently state legislatures in Texas and Tennessee required schools to teach character education (Mulkey, 1988). The literature also identified several school districts that, although the state legislature did not mandate the teaching of character education, required teachers to

provide instruction for character development. Graham (1988) reported that teachers in Baltimore, Maryland recently agreed to extend the school day by twenty minutes for the purposes of teaching character education and the school district in San Marcos, California required all seventh and eighth graders to enroll in courses that taught character education and responsibility decision making.

Mandating and requiring schools to teach character education benefitted students as students' needs were more fully realized, addressed, and met. Schools implementing character education programs indicated that there were: increases in attendance; increases in academic gains; increases in students' self-esteem; decreases in discipline problems; increases in cooperation between students and teachers; increases in positive peer relationships; decreases in school vandalism; increases in parental involvement; and increases in community and business involvement.

Requiring schools to teach values, morals, and/or character education had drawbacks as it carried with it a potential for teaching religious values and a fear of indoctrination. Additionally, funding was not always provided to purchase needed materials and for training and implementing character education programs. Another drawback existed as character education was overlooked or put aside by legislators as new educational priorities and issues arose.

Implementing a character education program without mandating it is yet another solution for establishing a positive, nurturing affective environment to assist students to be cooperative, responsible, confident, and achieving citizens. A further review of the related literature described several programs that had been designed and implemented to teach morals, values, and/or character education and which had resulted in successful implementation of affective education programs.

Murphy (1988) presented an in depth description of the "Just Community" at Birch Meadow Elementary School in Reading, Massachusetts where he was the former principal. The program was developed to improve the quality of life in the school. Murphy fully discussed the two main activities used for establishing a "Just Community" and gave guidelines for educators interested in establishing a "Just Community" at their respective schools. The first activity made use of circle meetings which were held to discuss rules, behavior, safety, current events, and/or tragic events. The second activity involved establishing a student council which designed activities, discussed problems, and set school goals. Murphy emphasized that establishing a "Just Community" offered students an opportunity to experience cooperation, camaraderie, and cogitation.

The Child Development Project in San Ramon, California also offered students a chance to learn with and to work with one another (Battistich, 1988). The author reported on the background, the research design, and the evaluation instruments used by this project. The project was implemented as a result of decreasing levels of students' social responsibilities and thus was designed to promote the development of prosocial behavior in children. Schaps, Solomon, and Watson (1985/86) also described the San Ramon Child Development Project and stated that the project takes on the position that academic and character education are equally important goals for schools. The authors highlighted several of the activities which comprised the project. These included: cooperative activities, helping and sharing activities, setting positive examples, promoting social understandings, and promoting positive discipline techniques.

Little (1988) and Keister, Graves, and Kinsley (1988) discussed the Skills for Growing program which was a joint venture between the National Association of Elementary School Principals, Lions International, and Quest International. It is a multifaceted program designed to fit into several different

subject areas as it emphasized the development of character, citizenship, and responsibility. The program had five main components and the program principles included: comprehensiveness, collaboration, parent involvement, training, accountability, values, and cultural sensitivity.

In the Chicago area the "For Character" school recognition program gave equal attention to cognitive and affective development (Wynne, 1988). The author described the "For Character" recognition program and recommended that educators only recognize and acknowledge students' good behavior. Wynne contended that many academic objectives can be mastered using the "For Character" building activities and he presented a list of several of these activities.

Saterlie (1988) described the process used by Baltimore County (Maryland) Public Schools in implementing a values education program. The first steps involved creating a task force and identifying the community's "core" values. The task force then established the goals for a values education program. Saterlie listed the main components which contributed to the success of the program. As a result of following a prescribed plan of action, the author reported that the program received overwhelming support and acceptance from the parents and surrounding community.

A drawback for implementing a character education program existed as teachers were pressured to instruct the academics and viewed character education as just another program that took up valuable instructional time. However, the benefits of implementing a character education program at the writer's school were greater than the drawbacks. Benefits for implementing a character education program were similar to those previously described in the literature such as: increased academic gains; increased student self-esteem; decreased discipline problems;

increased positive peer relationships; and increased parental, community, and business involvement.

A final solution to establish a positive, nurturing affective environment to enhance character development was through the use of stories. A review of literature indicated that using stories enhanced students' personal and social development and improved students' literacy skills. The literature presented suggestions for using stories to reinforce language arts skills and to guide children in their affective development.

Bibliotherapy is a strategy which uses books to help children gain a better understanding of their environment, to deal more effectively with their problems, and to enhance the development of a positive self-concept. Schrank (1982) summarized various research related to bibliotherapy in elementary schools and presented suggestions for using this technique. In general the research indicated mixed results in enhancing self-concept, increasing reading comprehension, and in changing behavior. However, Schrank contents that bibliotherapy should not be overlooked as many positive outcomes can occur as a result of using stories.

Jalongo (1983) suggested that bibliotherapy is but one strategy used to reinforce language arts and guide children in their affective development. Jalongo described the bibliotherapy process and discussed the implication for classroom teachers. The author also presented suggestions and activities for implementing the bibliotherapy process. Jalongo reminded teachers that they were not presumed to be skilled therapists, however, that through careful planning and preparation teachers could effectively use bibliotheraphy to enhance their students' character development.

Bibliotherapy is presented as a humanistic approach to teaching affective development by Schultheis (1976). The author suggested that books can provide children with an increased understanding of the their world and of who they are. Schultheis

provided a description of several books which are appropriate for use in bibliotherapy and stressed that teachers must believe in the concepts and values presented in the story if they are to instill these values in their students.

Richardson (1988) presented several suggestions for getting students involved in a story, for evaluating character responses, for recognizing characters' motivations, and for interpreting characters' feelings. Richardson reported that as students began to understand the feelings of the characters in a story, then they would be able to identify these same feelings within themselves. The author emphasized that relating book experiences to one's own personal experiences was one way of having students become involved in a story.

Themes found in stories that pertain to various aspects of life such as birth, death, love, and hate can also provide children with a clearer understanding of themselves. Smith (1986) discussed how such themes in literature can assist in guiding students in their affective and emotional development. Smith illustrated how storytelling can relay strong messages to young children, messages that include compassion, consideration and self-worth.

Brooks (1987) offered teachers a technique to reinforce and enhance cognitive and affective development. The technique, called "Creative Character", used concepts presented in stories to assist students in understanding their own selves. The author stressed that teachers could use storytelling and related activities as part of the curriculum. He recommended that students write their own stories and that stories produced in school be shared and put on display so that the young authors have an opportunity to experience feelings of self-worth.

Moss and Oden (1983) presented a language arts unit based on the idea of friendship which was designed to help children develop reading comprehension and social learning skills. Suggestions for

implementing story sessions were presented by the authors and a bibliography of books to use in a friendship unit were also given. Additional follow-up activities were discussed and included writing original stories based on the friendship theme.

The educational value of telling and writing stories were discussed by Dedicott (1988). She provided both the advantages and the disadvantages of both approaches. Dedicott viewed writing and telling stories as a method that could be used to assist students in developing self-understanding. Writing and telling stories can also assist children in their understanding of interpersonal problems as they provide opportunities for students to begin to work through their problems.

Methods and strategies to enhance the storytelling experience and to motivate students to write their own original stories were also described by Cliatt and Shaw (1988). The authors stated that storytelling activities can be used in all areas of the curriculum and that encouraging children to participate in storytelling activities had many benefits. Benefits included: expanding children's experiences and imaginations; enhancing listening and logical thinking skills; reinforcing oral language skills; and motivating children to want to read.

Using stories to establish an affective environment and to enhance character development was a benefit as the literature review indicated increased academics gains; increased students' self-esteem; increased cooperation between students and teachers; increased positive peer relationships; and decreased behavioral problems. Using stories was a viable solution as stories which addressed students' affective development were easily accessible to teachers.

Description of Selected Solutions

Solutions for establishing a positive, nurturing affective school environment to enhance prekindergarten through third grade students' character development were based on the various approaches previously described. One solution was to obtain support from the administration. The administrators were not aware of the current research indicating the value and importance for establishing a positive, nurturing affective environment. The administrations' interests centered more directly around the academic gains made by the students. By communicating to the administration the need and value of establishing a positive affective school, the writer gained the administration's support to implement activities designed to create a positive affective school environment which would reinforce academic progress. The writer believed the support of the administration was extremely necessary for the success of projects or activities initiated by teachers.

The Parent Teacher Association (PTA) at the writer's work setting was an active organization and was very willing to assist the teachers in their efforts to improve instruction. Each year the PTA asked the teachers what they would like the PTA to do for the school. Therefore, as a second solution, the writer presented the need for establishing a positive, nurturing environment to enhance character development and obtained complete support from the PTA.

For the past several years a public educational funding organization has offered teachers an opportunity to apply for grant monies to improve the quality of instruction in their classroom. As a result of this opportunity, a third solution strategy was to write a proposal for an educational grant requesting funds to purchase needed materials such as: character education program guides; storybooks pertaining to character

themes such as cooperation and friendship; and incentives for students who display prosocial behavior.

The teacher questionnaire completed by PreK-3rd grade teachers indicated that all teachers would like to attend in-service activities pertaining to enhancing character education and development. The fourth solution strategy, therefore, involved scheduling in-service activities and/or presentations pertaining to character education. The in-service activities and/or presentations were very effective as teachers had an opportunity to share ideas and discuss methods and techniques that worked for them.

As a fifth solution the writer offered her services as a resource person and provided numerous suggestions, activities, and materials to assist teachers in establishing a positive environment and enhancing character development; in using storytelling techniques; and in managing the record keeping for evaluating students' affective development. Serving as a resource person and/or facilitator provided teachers with a constant source of support and encouragement. Working together with teachers also served as a model for cooperative behavior.

In summary, the writer concentrated on establishing a positive nurturing affective environment by: securing the administration support to implement character development activities, securing support from the PTA, writing a proposal for an education grant to purchase character education materials, arranging teacher in-service activities and peer-teacher support activities, and providing teachers with suggestions, activities, and support.

Report of Action Taken

Several of the solution strategies used in this practicum occurred simultaneously as they were dependent upon the other. Additionally, several of the strategies were on-going and were used throughout the implementation period.

Two of the solution strategies actually began prior to the implementation period. The first involved obtaining support from the administration. The writer had to secure permission from the administration before teachers were allowed to complete the preimplementation questionnaire (see Table 1). The purpose of the questionnaire was to assess the current affective needs of students in prekindergarten through third grade and the need for establishing a positive, affective nurturing school environment.

The second solution strategy involved writing a proposal for an educational grant. The proposal requested funds to purchase needed materials which included: character education program guides, storybooks pertaining to character themes such as cooperation and friendship, and incentives for students who displayed prosocial behavior. This strategy was initiated early due to the deadline date established by the grant committee for submitting proposals and so that, if awarded the grant, the materials and resources would be available to use from the beginning of the implementation period.

Upon the completion of the needs assessment teacher questionnaire the writer met with the school administrators and provided evidence for the need to establish a positive nurturing affective school environment to enhance character development; to request funds to purchase needed materials; and to secure support for implementing activities for creating a positive, nurturing affective school environment. Administration approval and support was secured and the practicum implementation period began.

During the first month of the practicum implementation period several solution strategies were accomplished. First the results of the preimplementation teacher questionnaire and the informal interview with the school's guidance counselor were presented to the PreK-3rd grade teachers and the counselor. The value and need for establishing an affective environment designed to enhance character development were openly discussed with the teachers. The writer also presented a calendar outline of the monthly themes, goals, and incentives to be accomplished (see Appendix F) and provided activities and suggestions pertaining to the first monthly theme. Complete cooperation to participate in the practicum activities was secured at this time. Monthly meetings were also scheduled for the purposes of discussing activities implemented by the teachers and for providing support services for each other.

A second solution strategy involved contacting the Parent Teacher Association (PTA) to gain their support. The writer explained the purposes of the practicum to the PTA board members during the first week of implementation and the PTA unanimously agreed to support the practicum activities and formed a committee to help in this area. The PTA's support activities continued throughout the practicum implementation period as parents logged numerous hours of volunteer service. Several of these activities will be described later.

Scheduling and arranging for workshops and in-service activities pertaining to character education was another strategy initiated during the first and second week of implementation. Through collaboration with the local school system's social studies department and the Teacher Education Center (TEC) an in-service course on character education was scheduled at the school site. TEC offered "master plan points" to teachers who completed the course. The master plan points were used by several teachers for certification renewal. The in-service activities will be discussed further. These sessions proved to be very

effective as teachers had an opportunity to receive new materials and suggestions and to share ideas and discuss methods and techniques that worked for them.

Providing teachers with a list of stories dealing with positive character attributes and prosocial behavior was another solution strategy implemented. The strategy was partially accomplished during the first two weeks of the practicum. Making a list of books was difficult at first for the writer as the school did not have a media specialist, the reason being that the former media specialist transferred to another school and the administration experienced difficulty in securing another specialist to fill the vacancy. The writer worked after school hours and manually searched through the card catalog to make a partial list of books, filmstrips, records, tapes, and other media materials pertaining to character development for the monthly themes including friendship, cooperation, citizenship, and caring.

Another strategy component included providing teachers with storytelling activities and was accomplished during the first month of implementation. The writer contacted the "Story Lady" from the public library system and scheduled storytelling sessions for PreK-3rd grade classes. The "Story Lady" came to the school for two hours once a month and shared stories with the students pertaining to friendship, cooperation, honesty, appreciation, citizenship, and other prosocial behaviors. The storytelling sessions were extremely succersful and everyone, including the teachers, looked forward to the "Story Lady's" return.

During the first month of implementation the writer was asked to serve on the school's Quality Instruction Incentive Program (QUIIP) committee. The committee was extremely interested in the writer's practicum activities and wanted the entire school involved. The committee met twice a month and assisted the writer in providing to all teachers a "Big Blue Book" composed of monthly activities and suggestions for establishing a positive affective

environment for enhancing character education and development. The book also contained many suggestions and activities for developing story telling and story writing techniques.

At a faculty meeting held during the first month of implementation the writer presented and explained the Teacher Observational Checklist (see Appendix A) to the teachers. The chart was used to keep a record of the students who met each of the monthly goals. Teachers had an option of maintaining a poster size chart or a letter size chart. Most teachers chose the poster size chart and used the chart as a permanent bulletin board display which motivated students and encouraged everyone to participate in the monthly themes. To maintain their charts, teachers were asked to simply check the appropriate column whenever their students met the goals. At the end of each month the writer collected the charts and counted the number of students who met the prescribed monthly goals.

After counting the students who met the monthly goals and recording the results, the writer met with the PTA committee responsible for providing the student incentives. The members then assisted the writer in counting and packaging the earned incentives for each class. Incentives provided by the PTA included: sno-cones, helping hands badges, flag pins, candy canes, bookmarks, candy hearts, pencils, and courage badges. After packaging the incentives the writer returned the charts and incentives to the teachers. The teachers were then asked to give the incentives to the students who met the goals. In the case of sno-cones, the students were given a coupon to redeem their sno-cone.

Also during this faculty meeting the writer was elected to serve as faculty advisor for the Future Educators of America Club (FEA). The club was composed of thirty-two students in the second through the fifth grade. Future Educator members assisted teachers throughout the year. FEA members read and shared stories

about friends, responsibility, cooperation, honesty, and citizenship with prekindergarten and first grade students. They also created teaching books, games, and activities pertaining to the monthly themes for primary classes to use.

Additionally, during the faculty meeting a proposal for establishing a school student council was discussed. Guidelines were established for the student council and it was decided that the council would be composed of students in grades three through five. An intermediate teacher was then elected to serve as faculty advisor. The writer in turn volunteered to serve as an assistant advisor. The council's main purpose was to organize school-wide community service activities.

During the second month of the practicum implementation period the student council successfully conducted the United Way canister drive. The members made posters asking students to donate to the drive. The council members were responsible for providing the canisters to each class throughout the school and for giving "I Gave to the United Way" stickers to students who donated to the United Way. The student council also worked with the Art teacher and conducted a school-wide poster drawing campaign for the community hospital. Students drew pictures showing how they care for one another and how they wished that everyone would soon get well. The art work remained on display at the hospital for several weeks.

The character education in-service activities, previously scheduled, began during the second month of implementation as two session were held. The first in-service session began as the facilitator had each participant turn to the person sitting on his/her right and say something positive about that person. This activity immediately set the tone for the remainder of the sessions. Many helpful and exciting suggestions and activities were presented during the sessions. Materials were also provided

to assist teachers in setting up an affective classroom which emphasized positive character development.

It was during the second month that the writer received word that the grant proposal written prior to the implementation period was unable to be funded. However, the school's administration, PTA, and the school system's Social Studies Department provided the needed resources to purchase and provide teachers with an adequate supply of materials.

To further support the practicum activities, the PTA scheduled a school-wide Puppet Show pertaining to children having the courage to say "No" to peer pressures, strangers, drugs, and other dangerous situations during the second month. As follow-up activities several classes wrote their own plays pertaining to courage and presented them to the other grade levels.

American Education Week fell during the third month and provided additional opportunities for increasing parental and community support for education. The theme for the week was "Learning and Liberty" and it corresponded with the school's monthly theme pertaining to citizenship. The week of activities included: a poster and essay contest using the theme "Learning and Liberty"; an open house for parents and the community to visit the classrooms; and a red, white, and blue day.

One of the goals of the QUIIP committee which was emphasized during American Education Week pertained to increasing community awareness and support for the educational programs within the school. As a member of the QUIIP committee, the writer assisted in arranging a "Teach In" during this month. Local business people were invited into the classrooms to teach a lesson. Lessons taught were related to the various monthly themes as local business people discussed citizenship, making and keeping friends, being trustworthy and honest, and taking responsibility.

Arrangements were made with one of the local businesses which allowed the school to display some of the students' original "big" books in their store front windows. Additionally, one of the school's business partners provided incentive cards and stickers for academic achievement and good citizenship. Whenever students completed these cards, that is they earned nine stickers, they were able to redeem the cards for free meals.

During the third month of implementation a media specialist was hired and the writer explained the purpose and aims of the practicum and what had been done to date. The media specialist agreed to help for the remainder of the implementation period. She then provided the teachers with a list of books and other media materials which supported the monthly themes at the beginning of each new month. The media specialist and QUIIP committee also arranged for the school's first young author's luncheon. Students from each grade level who had written an original piece of literature were chosen to participate in the luncheon. Parents and community members were also invited. The library was filled with prekindergarten through fifth grade students' original stories, picture books, poems, plays, and class books. The majority of the work created by the students revolved around friendship, cooperation, citizenship, and caring for one another themes.

In keeping with the monthly themes of citizenship and caring the student council conducted a food and clothing drive during the third and fourth month of the practicum. The members once again made posters for the school asking students to give to the food and clothing drive. They provided decorated boxes for each class and at the end of each week the members collected boxes full of food and clothes. A total of ten food baskets were collected during the drive and presented to families in need within the immediate school community.

The third character education in-service session was held during the fourth month of implementation. At that time teachers had an opportunity to share what they were doing in their classrooms to enhance character education. At this session teachers were given grade level character education kits which were excellent sources for additional classroom suggestions and activities. Teachers were asked to plan and teach a specific lesson from the kit. Teachers desiring to receive master plan points for completing the character education in-service scheduled a time for the facilitator to observe the instruction of the planned lesson.

During the fifth month of implementation the theme centered around Honesty. Many stories dealing with the concepts of truthfulness and honesty were read and discussed. An exciting and challenging activity involved having students share their original stories with a peer then having their peer honestly critique the piece. This activity proved to be a marvelous learning experience for everyone. Completing the Honesty Rating Chart was another challenging activity which students participated in. Students had to judge their own behaviors each day for one week. Behaviors to be judged included: asking permission to use another person's things; playing games fairly; keeping promises; completing their own work; and telling the truth.

The theme for the sixth month centered around appreciation of others. The entire school participated in "Black History and Appreciation" activities. Many stories concerning famous Black Americans were shared during the morning announcements as well as in individual classrooms. A poster and essay contest was held and all entries were displayed in the cafetorium. The PTA arranged for an African storyteller to share African folk stories with the students. In another activity, each class was asked to contribute one or two pages of their students' work pertaining to Black Appreciation. These pages were put together to create a school-wide "Big Book" depicting an appreciation of others. In

keeping with the appreciation theme the FEA club members sponsored a school-wide Teacher Appreciation poster contest. The club members provided the rules and materials to each class. The members collected and displayed the work. They also voted on the winning entries from each grade level and presented the winners with ribbons. Additionally, during this month the student council conducted a school wide beautification and clean-up campaign. This activity allowed students to display prosocial behavior, responsibility, and appreciation of and for their environment and community.

The PTA sponsored a student recognition day during the seventh month and presented badges and/or certificates to the students. Students were recognized who participated in various school activities and clubs such as the Student Council, Safety Patrol, Future Educators, Mentors Club, Miami Pride activities, along with those who authored a book, and/or who were on the school honor roll. Over 500 badges and/or certificates were given to Pre-K through 5th grade students for their outstanding efforts, involvement, and achievements. Additionally, during this month the PTA arranged for a storytelling troupe to come to the school. The storytellers presented a series of stories dealing with topics pertaining once again to self-esteem, friendship, appreciation, and respect of others.

A follow-up character education in-service session was arranged during the seventh month of implementation to evaluate the independent activities completed by teachers using the character education kits and who requested master plan points for renewal certification. Several teachers received credit for completing the in-service while others attended all the sessions for their own personal growth.

During the second through the eighth month of implementation, the writer continued to meet with the teachers and to provide any needed assistance. The writer continued to collect the monthly

incentive charts and to provide the students with their well deserved incentives compliments of the PTA. The media specialist also continued to provide the monthly bibliography pertaining to the themes. Teachers continued enhancing and nurturing an affective environment. Appendix G provides a list of the monthly activities implemented to establish a positive, affective nurturing environment to enhance students' character development. The writer also continued providing open communication to the parents as monthly newsletters were sent home (see Appendix H).

As a culminating activity, the writer assisted in organizing an Affective Education Fair. The Fair took place during the eighth month of the practicum implementation period and the theme of the fair was "Look At Me Now". Students' original short stories, poems, books, plays, and pictures pertaining to the monthly themes of friendship, cooperation, citizenship, caring, appreciation, honesty, responsibility, confidence, and courage were included in the fair. During the Fair, students, parents, and others within the community had an opportunity to see what everyone throughout the school had done to enhance character development and to provide for a positive nurturing affective environment. Additionally, students and individual classes presented original short dramas which further indicated the students' understanding and internalization of prosocial behavior.

At the close of the practicum the QUIIP committee organized the final Young Authors' Luncheon. Twenty students from each grade level were chosen to attend the luncheon. Community leaders, district and regional school supervisors, and parents were invited. The committee gathered all the original pieces of literature which the students had created from the teachers. A marvelous display with over 600 pieces of students' work was set up in the cafetorium. All young authors were recognized at the luncheon as each student's name and piece(s) were called out. Every student who authored an original book, poem, play, or other literary piece was given a certificate of accomplishment.

As a final end of the year incentive the PTA sponsored a "Look At Me Now' day. Students were given a little paper "yellow brick" for each of the previously mastered monthly goals. Students were then allowed to trade the bricks in for prizes and treats provided by the PTA. For example, if a student mastered five of the monthly goals, he/she would receive five yellow bricks. The bricks in turn were traded for stuffed animals, pencils, notebooks, popcorn, and other carnival type trinkets. Over 3,800 yellow bricks were earned by the students.

Following the last month of implementation students and parents were asked to complete a questionnaire (see Appendix B and Appendix D) pertaining to the effectiveness of providing a positive, nurturing affective school environment. Teachers were asked to complete their monthly observational checklist (see Appendix A) pertaining to their students completion of the monthly activities designed to enhance character development. At the close of the implementation period the results of the parent and student questionnaires, the teacher questionnaire, and the case management referrals were tabulated, analyzed, and evaluated. The results of the practicum are discussed in the next chapter.

CHAPTER V

RESULTS CONCLUSIONS AND RECOMMENDATIONS

Results

The first objective, enhancing PreK-3rd grade students' character development, was measured using a postimplementation teacher observation checklist. Teachers were asked to simply place a check next to the students' name as students met each of the monthly goals. An analysis of the teacher's observation checklist was computed by counting the number of students who completed the specified goals for each month. The percent of students meeting the goals was derived by dividing the number of students who completed the monthly goals by the total class enrollment for that month.

The results of the teacher observation checklist indicating the percent of students mastering the monthly goals are shown on Table 2. Individual grade levels results as well as the results of the average of all the grade levels are discussed in the following section.

Character development in prekindergarten was enhanced as indicated by the results presented on Table 2. The results showed that 100% of the students in prekindergarten mastered the goals for the months of September, October, December, January, February, and April. Eighty percent of the prekindergarten students met the prescribed goals for the months of November, March, and May.

In Kindergarten, 100% of the students met the goals for the months of October and April. For the months of September and May 95% of the kindergarten students met the specified goals. Mastery of the goals for November, December, February, and March were obtained by 80-86% of the students and only 62% of the kindergarten students met the goals for January.

The results indicated that 100% of the first grade students mastered the monthly goals in September, October, December, January, April, and May while 92-96% of the students met the goals for the months of November, February, and March.

Table 2

Teacher Observational Checklist Results

Monthly Goals	Percent of Responses					
	PreK	K	1	2	3	Avg.
September Returns all home/school forms and/or creates or shares a Friendship poem or story.	100	95	100	95	90	96
October Contributes to United Way and/or completes a group project for Open House.	100	100	100	100	85	97
November Contributes to the Thanksgiving Basket and/or participates in the Author's Tea.	80	80	92	91	78	84
December Contributes to the Christmas Basket and/or completes a "I Care About You" letter.	100	80	100	100	84	93
January Reads and/or shares 5 books and/or completes the Honesty Rating Chart.	100	62	100	90	75	85
February Writes 5 notes of appreciation to another person and/or displays good cafeteria behavior.	100	86	95	85	85	90
March Returns all homework and/or obeys all school rules.	80	83	96	80	68	81
April Participates in the Affective Education Fair and/or shares a poem, story or play with others.	100	100	100	100	100	100
May Has perfect attendance and/or designs a courage poster.	80	95	100	100	82	91

Mastery of the monthly goals in second grade was achieved by 100% of the students during October, December, April, and May. For the months of September, November, and January, 90-95% of the students met the goals. During February and March, 80-85% of the second graders accomplished these monthly goals.

The results for third grade indicated that 100% of the students mastered the goals for the month of April while 90% met the goals during the month of September. In October, December, February, and May, 82-85% of the third graders accomplished the monthly goals. Seventy-eight percent of the students obtained November's goals, 75% achieved January's goals and only 68% of the third graders met March's goals.

The final column on Table 2 showed the average percent of students in prekindergarten through third grade who achieved each of the monthly goals. The average percentage results indicated 90% or more of the students mastering the goals for the months of September, October, December, February, April, and May. The other three months, November, January, and March, resulted in 84%, 85%, and 81% respectively of the students mastering the monthly goals. While mastery of 90% or higher was not obtained by the students for these three months, the difference in the percent was minimal.

November's goals resulted in an average of 84% of the students achieving mastery. This average was slightly less than the expected 90%. The shortfall was a result of the socio-economic conditions of the school itself. Although, ten food baskets were filled by the students, several students in the school were the actual recipients of the food baskets. Requiring all students within this school to give to the food baskets was a difficult task as many of the students themselves were from the families in need. November's second goal pertained to students participating in the Author's Tea. This again was a difficult goal for many to achieve as teachers were just beginning to expose their students to storytelling and story writing techniques.

The theme for the month of January was "Honesty" and students were asked to complete an Honesty Rating Chart and/or read and share five books with their class. Mastery of January's goals indicated that an average 85% of the students were able to achieve this goal, which was five percent short of the expectations. The shortfall resulted in the kindergarten classes, where teachers indicated that many of their students had difficulty in completing the Honesty Chart. The teachers stated that the chart was completed independently at home and many of their students were not able to complete tasks of that nature independently. Additionally, the Honesty Rating Chart was to be completed for an entire week and many kindergarten students experienced difficulties in following through with a long term assignment.

March's theme, Responsibility, and goals presented the greatest difficulty for all the grade levels as an average 81% of the students achieved the goals. Teachers indicated that they had experienced trouble with students returning their homework throughout the year. They stated that developing responsible citizens was a task that was never ending and required constant reinforcing and praising. In general, the teachers indicated that their students' character development was enhanced as a result of the monthly activities.

The second objective, developing a positive affective environment, was measured using a postimplementation student survey. Teachers orally read each of the questions to the students. Students were instructed to circle the "happy" face if they agreed with the question, to circle the "sad" face if they disagreed, or to circle the "unsure" face if they were uncertain of the question. An analysis of the survey was computed by counting the number of students who responded favorably, that is who circled the happy face, to each item on the survey. The unfavorable and uncertainty responses were also counted. The percent of favorable, unfavorable, and uncertainty responses was then computed. The percent of student responses for each of the survey items is shown on Table 3.

Table 3

Student Survey Results

Questionnaire Items	Percent of K-3 Responses		
Children in this class are polite.	82	16	2
Children in this class are helpful and cooperative.	89	9	2
Children in this class share and take turns.	91	8	1
Children in this class are friendly.	87	11	2
Children in this class are respectful.	84	15	1
This is a good school.	81	18	1
I like coming to this school.	83	15	2
I have many friends at this school.	87	10	3
The rules in this school are fair.	85	13	2
This is a friendly school.	88	11	1
My teacher likes this class.	89	10	1
My teacher cares about each one of us.	93	6	1
My teacher likes me.	90	10	0
My teacher is fair.	86	12	2
My teacher is polite.	89	9	2
I am a good student.	82	16	2
I am helpful in class.	87	11	2
I am responsible.	84	14	2
I am friendly.	88	11	1
I like my self.	93	5	2

Note. Total number of student responses = 356.

The results indicated that 80% or more of the 356 surveyed students in kindergarten through third grade responded favorably to each of the items. The results indicated that 88% of the students perceived the school as being friendly while 87% perceived the children in their class as being friendly. Eighty-two percent perceived their classmates as being polite, 89% indicated that classmates were helpful and cooperative, 91% responded that classmates shared and took turns, and 84% indicated

that classmates were respectful. Eighty-nine percent favorably indicated that their teacher liked the class while 93% indicated that the teacher cared about each one of the students.

The student survey was also used to assess how the students perceived themselves as "good" citizens. Eighty-seven percent of the students indicated that they were helpful in class, 84% indicated that they were responsible, and 88% responded that they were friendly. Positive self-esteem was significantly enhanced as 93% of the students indicated that they "liked" themselves.

The prekindergarten students were not included in the survey results as the task of completing the student survey was deemed to difficult for prekindergarten students. It was agreed by the writer and prekindergarten teacher that these students were not able to accurately respond to the questions.

The third objective, decreasing the percent of student behavioral problems was analyzed using the case management referral form. An analysis of the results was computed by first finding the difference between the pre and post case management referrals completed. The percent score was derived by dividing the difference by the pre score. The results of the case management referrals are shown on Table 4.

The results of the pre and post case management referrals indicated that there were 80 violations of student conduct reported during the school year prior to the practicum implementation and 33 violations reported following the implementation period. The difference between the pre and post referrals resulted in a 59% decrease in student violations.

The greatest number of student violations reported during the practicum were classified as general disruptive behavior. There were 12 case management referrals completed for general disruptive behavior violations which resulted in a 48% decrease from the previously 23 reported cases.

Table 4

Case Management Referral Results

Violations	Pre Referrals	Post Referrals	% of Decrease
General disruptive behavior	23	12	48
Use of provocative language	6	1	83
Smoking	0	0	0
Assault	0	0	0
Defiance of school authority	11	5	55
Disruption on school bus	13	6	54
Gambling	0	0	0
Indecent proposition	0	0	0
Obscene materials	0	0	0
Theft	5	2	60
Battery (student)	0	0	0
Fighting	14	6	57
Illegal organizations	0	0	0
Vandalism	3	1	67
Extortion	0	0	0
Possession of mood modifiers	0	0	0
Robbery	0	0	0
Sex violations	0	0	0
Using mood modifiers	0	0	0
Arson	0	0	0
Aggravated assault or battery	0	0	0
Battery (staff member)	0	0	0
Continuous disruptive behavior	2	0	100
Possession/concealment of weapons	3	0	100
Possession of cocaine or other drugs	0	0	0
Sale of mood modifiers	0	0	0
Total number of violations	80	33	59

Reports of fighting had the second largest number of referrals prior to the practicum and the current results indicated that only 6 cases of fighting were reported which was a 57% decrease. Disruptive school bus behavior and defiance of school authority were the next highest violation and each resulted in decreases of 55% and 54% during the practicum implementation period. A decrease of 100% was reported for violations of concealment of weapons and continuous behavior as no case management referrals were completed for these infractions.

The fourth objective, enhancing the school and home relationship, was measured using a postimplementation parent questionnaire. Parents were asked to rank each question on a scale of 5 to 1. A score of 5 indicated that the parent strongly agreed with the question. A score of 4 was given if the parent agreed with the item. A response of 3 indicated that the parent somewhat agreed. A score of 2 indicated that the parent disagreed with the question and a score of 1 indicated that teacher strongly disagreed with the question. An analysis of the results of the parent questionnaire was computed by counting the number of parent responses for each of the ranks and questions. The percent of responses for each of the ranking and questions was then computed. The percent of parent ranked responses for each of the questionnaire items is shown on Table 5.

The results indicated that 36% of the parents strongly agreed that the school had good home/school communications while 54% agreed and 10% somewhat agreed with this item. Parents felt that the school welcomed and appreciated parent volunteers as 54% strongly agreed and 46% agreed with these items. Additionally, parents felt that school had an effective PTA as 65% strongly agreed and 35% agreed with this question.

Seventy-one percent of the parents strongly agreed that their child made satisfactory progress throughout the year while 29% agreed. Seventy-one percent of the parents also strongly agreed that their child enjoyed sharing his/her stories at home while 29% agreed with this item.

Table 5

Parent Questionnaire Results

Questionnaire Items	Percent of Responses Ranking 5	4	3	2	1
Staff members at the school are helpful.	71	29	0	0	0
Staff members at the school are friendly.	78	22	0	0	0
Staff members at the school care about the children.	81	19	0	0	0
Staff members encourage the students to do their very best in all things.	61	39	0	0	0
The school has a friendly atmosphere.	54	46	0	0	0
The school rules are fair.	50	50	0	0	0
Discipline at the school is fair.	46	54	0	0	0
School rules and discipline are effective.	36	50	14	0	0
The school has good home/school communication.	36	54	10	0	0
The school has a positive nurturing atmosphere.	46	54	0	0	0
Parent participation is welcomed at this school.	54	46	0	0	0
The school has an effective PTA.	65	35	0	0	0
Parent volunteers are recognized at this school.	56	44	0	0	0
Parent volunteers are appreciated at this school.	41	59	0	0	0
My child likes coming to school.	61	39	0	0	0
My child's social needs have been met at this school.	40	46	14	0	0
My child's emotional needs have been met at this school.	54	46	0	0	0
My child has made satisfactory academic progress this year.	71	29	0	0	0
My child enjoyed sharing his/her stories at home.	71	29	0	0	0
My child benefitted from the character development activities.	54	46	0	0	0

Note. Total number of parent responses = 210

Of the parents surveyed, all perceived the school as possessing a positive, nurturing atmosphere as 46% strongly agreed and 54% agreed with this item. Eighty-one percent of the parents strongly agreed that the staff members at the school cared about the children while 19% agreed with this statement item. Parents also agreed that their child benefitted from the character development activities as 54% strongly agreed and 46% agreed with this item.

Conclusion

The first and second objectives were concerned with enhancing character development and providing a positive, affective nurturing environment for students in prekindergarten through the third grade. The first objective was met within the established criteria for six of the nine months as evidenced by the data presented in the previous section. The second objective was met well within the established criteria as also evidenced by the data previously presented.

Enhancing students' character development and establishing a positive, affective nurturing environment occurred as a result of teachers attending character education workshops; teachers using prescribed character education activities; and teachers using storytelling and story writing techniques to guide students in their affective development.

The success of providing in-service and/or workshop activities to assist teachers in enhancing character development and for providing a nurturing environment supported the work of Elais and Clabby (1988) and Karnes, Johnson, and Beauchamp (1988). These authors believed that adults can and do improve their skills in nurturing children and for creating an affective environment to enhance character development as a result of attending in-service activities. The workshops presented by the county's social studies department enabled teachers to become more familiar and

competent in using activities to enhance character development. Through the teachers' increased awareness and competence, positive, affective nurturing classrooms were established which in turn resulted in the enhancement of students' positive character development.

The highly successful results of using various character education activities to enhance character development and to establish a positive, affective nurturing supported the findings of several works found in the literature. Schaps, Solomon, and Watson (1985/86) work described the Child Development Project which resulted in lasting effects upon both students' character and academic development. Little (1988) and Keister, Graves, and Kinsley (1988) described the Skills for Growing Program, a multifaceted program, which successfully focused on the development of character. The "For Character" school recognition program designed to enhance both character development and academics was described by Wynne (1988). Wynne concluded that schools with dual goals of developing both academics and character provide the most nurturing environment for the development of the "whole" child. Through the use of the character education activities provided by the writer and the school's QUIIP committee, PreK-3rd grade teachers had the needed materials to enhance students' character development and to establish a positive affective learning atmosphere.

The successful use of stories and story writing to enhance character development used in this practicum also supported the contentions of several authors. A technique called "Creative Characters" was described by Brooks (1987) to reinforce self-esteem. Brooks recommended that all stories produced by students be praised, read to others, and displayed so that young authors had an opportunity to experience feelings of self-worth. Dedicott (1988) further discussed the educational value of writing and telling stories as these activities provided an opportunity for students to begin to work through their problems.

Using stories and storytelling techniques to motivate children to create their own stories further supported and verified the work of Cliatt and Shaw (1988) and Smith (1986). These authors described several methods for teachers to use to enhance the storytelling experience and stated the benefits for doing so. Smith also discussed the importance of storytelling as it was used to nurture compassion in children and to help them learn about themselves and others.

Through the use of stories and story writing students were exposed to a variety of stories pertaining to positive character attributes and in turn students were able to "publish" over 600 original pieces of literature. Topics included such themes as friendship, helping hands, appreciation of others, and responsibility.

The third objective concerned itself with decreasing the percent of student behavioral problems. This objective was met well within the established criteria as evidenced by the data presented in the previous results section. Decreasing the percent of behavioral problems occurred as a result of implementing the mentors program; the pride program; and the activities used to enhance character development and to provide for a positive, affective nurturing school environment.

The success the writer and other teachers within the school had in decreasing the behavioral referrals verified and supported the contentions of several authors. Currie (1988) acknowledged that planning a school program around the affective needs of the students was an excellent method for increasing student achievement and decreasing behavioral problems. Lasley (1987) emphasized the use of disciplinary techniques that encouraged personal responsibility and Kostelnik, Stein, and Whiren (1988) acknowledged the importance of the verbal environment as being an important and viable component in the level to which students believe themselves to capable and worthwhile people.

The fourth objective involved enhancing the school and home relationship and was also successfully obtained as evidenced by the data previously presented. Enhancing the school and home relationship was obtained by involving the parents in the PTA; encouraging and recognizing parent volunteers; obtaining support from the business community; and providing monthly parent newsletters.

The success that this writer had in enhancing the school and home relationship clearly verified and supported by other authors cited in the literature. Beane (1986) emphasized that schools, parents, and the business community needed to coordinate their efforts to provide an effective and affective learning environment for all children. Lickona (1988c) reiterated the need for schools to work together with parents to insure a lasting impact on the character of the child. Furthermore, the ASCD Panel on Moral Development (1988) strongly recommended and urged schools to join with the community to enhance character development.

In conclusion, this practicum proved that providing a positive, nurturing affective school environment was and still is very important in enhancing character development. The activities implemented by the writer's practicum resulted in the same benefits and successes as those described in the literature. These results included increased academic gains, increased student self-esteem, increased positive peer relationships, increased parental and community involvement, and decreased disciplinary problems.

Recommendations

The writer has five specific recommendation based on the results of this practicum. First, teachers should maintain a positive approach in all aspects of discipline as negative behavior should not be reinforced by teachers. Second, teachers should serve as a role model for positive behavior. Manners, attitudes, and actions portrayed by "significant" others are

readily copied by the young child, therefore, teachers should always try to serve as positive role models and act the way they wish their student should act. Third, teachers should believe in the positive character attributes that they are trying to instill in their students. Teachers must be "sold" on a concept before they can really "sell" it to their students. Fourth, teachers should not be presumed to be skilled therapists or counselors, and when problem behaviors occur over and above the abilities and competencies of the teacher to deal with, outside professional assistance should be sought. Fifth, parents and community members should be urged to become actively involved in the education processes of all children.

Dissemination

The results of this practicum were shared in several ways. The first way was the reporting of the practicum results to the PreK-3rd grade teachers involved in the practicum. Secondly, the writer presented the results to the administration and to the entire faculty prior to the closing of school. The writer also shared the practicum with several teachers in other school settings and within other school systems. In the future the writer intends to send a copy of the approved practicum report to the county school system's social studies coordinator and to the American Institute of Character Education.

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APPENDIX A
Teacher Observational Checklist

Monthly Activities and Goals

STUDENTS	SEP. Returns all HOME/SCHOOL FORMS Creates and/or shares a FRIENDSHIP poem/story/poster	OCT. Contributes to UNITED WAY campaign Completes a GROUP PROJECT for Open House	NOV. Contributes to the THANKSGIVING BASKET Participates in AUTHOR'S LUNCHEON	DEC. Contributes to the CHRISTMAS BASKET Completes a "I CARE ABOUT YOU" letter to a school staff member	JAN. Reads and/or shares 3 BOOKS Completes the HONESTY RATING CHART	FEB. Writes 5 NOTES OF APPRECIATION to another student Displays GOOD CAFETERIA BEHAVIOR	MAR. Returns all HOMEWORK Obeys the SCHOOL RULES	APR. Participates in the CHARACTER EDUCATION FAIR Shares a POEM/STORY/PLAY with another class	MAY. Has PERFECT ATTENDANCE Designs a poster showing COURAGE AT SCHOOL	JUN. YELLOW BRICK ROAD ACTIVITIES
1.										
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39.										
40.										

APPENDIX B

STUDENT SURVEY

Teachers please read each question to the students. Students should indicate their response by circling one face in each row.

1. Children in this class are polite.

2. Children in this class are helpful and cooperative.

3. Children in this class share and take turns.

4. Children in this class are friendly.

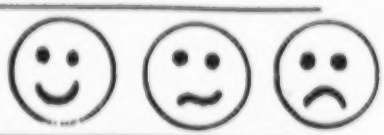
5. Children in this class are respectful.

6. This is a good school.

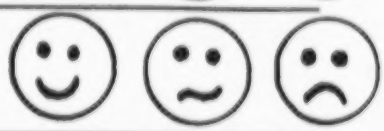
7. I like coming to this school.

8. I have many friends at this school.

9. The rules in this school are fair.

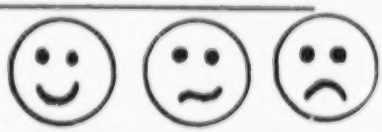
10. This is a friendly school. 

11. My teacher likes this class.

12. My teacher cares about each one of us. 

13. My teacher likes me.

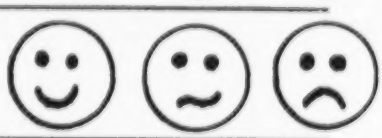
14. My teacher is fair.

15. My teacher is polite. 

16. I am a good student.

17. I am helpful in class.

18. I am responsible.

19. I am friendly. 

20. I like myself.

SCHOOL NO. ☐☐☐☐

DCPS

DADE COUN

STUDENT CASE MAN

SECTION II TO BE COMP

STUDENT NAME _____ STUDENT ID ☐☐☐☐

REFERRED BY _____ REFERRED TO _

NARRATIVE: (CLEARLY STATE WHY THE STUDENT IS BEING REFERRED)

SECTION III FOR ADMINISTRATOR/DESIGNEE USE ONLY

ENTER REASON FOR REFERRAL CODES BELOW:
(ENTER NO MORE THAN 4 CODES)

☐☐ ☐☐ ☐☐ ☐☐

☐ COMPUTER RECORDE

ENTER REFERRAL ACTION INFORMATION BELOW:

DATE Mo. Day Yr.	TIME (Military)	EMPLOYEE NO.	Initials	Referral Action Code
	:			
	:			
	:			
	:			
	:			

Comments _____

Agency/Case Number *(If Applicable)* _____

Corporal Punishment Only:

No. of Strokes ☐ Parents Notified? (Y/N) ☐

Witness _____ Emp. No. ☐☐☐☐☐☐☐

TY PUBLIC SCHOOLS

AGEMENT REFERRAL FORM

SCM # 375247

APPENDIX C

CASE MANAGEMENT REFERRAL

[redacted]

HOME ROOM ___ GRADE LEVEL ___ PERIOD OF DAY ___ INCIDENT DATE Mo. Day Yr. [| |] TIME [:] (Military)

PARENT CONTACT: *(Circle Yes or No)*

1. For This Behavior	YES	NO
2. For Other Misbehavior	YES	NO
3. Contact Attempted	YES	NO
4. Contact Made:		
4A. Verbal	YES	NO
4B. Written	YES	NO

[redacted]

ENTER STUDENT SERVICE INFORMATION BELOW:

COMPUTER RECORDED [ ]

DATE Mo. Day Yr.	TIME (Military)	EMPLOYEE NO.	Initials	Student Service Code
	:			
	:			
	:			
	:			
	:			

Comments _____

99

APPENDIX D

PARENT QUESTIONNAIRE

Parents please indicate your response by checking the column that best describes your opinion of the question.

5 - Strongly agree
4 - Agree
3 - Somewhat agree
2 - Disagree
1 - Strongly disagree

	5	4	3	2	1
1. Staff members at the school are helpful.					
2. Staff members at the school are friendly.					
3. Staff members at the school care about the children.					
4. Staff members encourage the students to do their very best in all things.					
5. The school has a friendly atmosphere					
6. The school rules are fair.					
7. Discipline at the school is fair.					
8. School rules and discipline are effective.					
9. The school has good home/school communications.					
10. The school has a positive nurturing atmosphere.					
11. Parent participation is welcomed at this school.					
12. The school has an effective PTA.					
13. Parent volunteers are recognized at this school.					
14. Parent volunteers are appreciated at this school.					
15. My child likes coming to school.					
16. My child's social needs have been met at this school.					
17. My child's emotional needs have been met at this school.					
18. My child has made satisfactory academic progress this year.					
19. My child enjoyed sharing his/her stories at home.					
20. My child benefitted from the character development activities					

APPENDIX E

WEEKLY LOG

DATE _____

ACTIVITY _____

WRITER'S OBSERVATIONS/SUGGESTIONS:

PreK-3rd Grade TEACHER'S OBSERVATIONS/SUGGESTIONS:

ADMINISTRATION'S OBSERVATIONS/SUGGESTIONS:

APPENDIX F

MONTHLY THEMES, GOALS, AND INCENTIVES

September - Theme: Friendship
Goals: Students will return all home going school forms on time and/or create a poem/story/poster about Friendship.
Incentive: Sno-cone

October - Theme: Cooperate With Helping Hands
Goals: Students will contribute to the United Way canister drive and/or complete a group project for Open House Night.
Incentive: Helping Hand Badge

November - Theme: Citizenship
Goals: Students will contribute to the Thanksgiving Basket and/or submit a publishable work for the Author's Tea.
Incentive: Flag Pin

December - Theme: Caring
Goals: Students will bring a toy or food for the Christmas Basket and/or complete a "I Care About You" letter to someone.
Incentive: Candy Cane

January - Theme: Honesty
Goals: Students will read 5 book for the "Book-It" program and/or complete the Honesty Rating Chart.
Incentive: Bookmarker

February - Theme: Appreciation
Goals: Students will write 5 notes of appreciation to another student and/or have good cafeteria behavior.
Incentive: Candy Hearts

March - Theme: Responsibility
Goals: Students will return all homework and/or obey the school rules.
Incentive: Sno-cones

April - Theme: Confidence
Goals: Students will participate in the Affective Character Education Fair and/or share a poem/story/play with another class.
Incentive: Special engraved pencils

May - Theme: Courage
Goals: Students will have perfect attendance this month and/or design a poster showing how one can have courage at school.
Incentive: Courage Badge

June - Theme: Look At Me Now
Goals: Students self-esteem will be enhanced.
Incentive: "Yellow Brick Road" activities.

APPENDIX G

LIST OF THEME ACTIVITIES

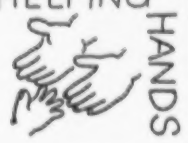
FRIENDSHIP

It's difficult for many
to comprehend
how hard it is
to be a good friend.
It takes alot of
commitment and trust
and sharing and caring
for friends is a must!

Making new friends and becoming "good friends was enhanced at Redondo as students and faculty participated in:

...Friendship Unit
...Friendship Incentives
...Kindergarten Spanish cartoons
...Secret Valentines

COOPERATE WITH HELPING HANDS



Redondo students
like to cooperate
and lend a helping hand.
The teachers are here
to facilitate
in helping our minds expand!

Redondo students were eager to cooperate and lend a helping hand as they participated in:

...Window painting
...Future Educators Club
...Dade Partner Activities
...Soup and Publix drive
...Walk to JAS Hospital
...5th and Kindergarten Field trips
...1st graders reading to PreK.
...5th graders helping Mrs. Joseph class

CITIZENSHIP

Redondo stresses
good citizenship
By showing repect
for the rules.
We praise and acknowledge
good scholarship
As it makes it worth
coming to school.

Students at Redondo had opportunities to practice good citizenship:

...Safety Patrols
...American Education Week Activities
...School-wide clean-up campaign

CARING

Students at Redondo
are very aware
of the importance of giving
and showing they care.
They are eager to help
and willing to share
They're one of a kind,
Extraordinaire!

Redondo students and faculty expressed how they care for one another by:

...providing Food Baskets for needy families within the community
...contributing to the United Way
...making Christmas cards for patients at JAS Hospital
...collecting labels for the PTA

APPRECIATION

Two, four, six, eight
Who do we appreciate?
The students, the teachers,
the PTA
The parents, the neighbors,
the Dade Partners too!
Anyone, and everyone
who makes Redondo great!

To show our appreciation of others
Redondo particpated in:
- ...Black History activities
- ...Seaquarium -"I Like Miami" contest
- ...Safety Patrol "Look up to You" lunch
- ...Teacher Appreciation and Incentives
- ...PTA Appreciation
- ...Custodian Appreciation
- ...Interviews - "Women's Work Week"
- ...Women's Club presentation
- ...PTA lifetime member-Jeannette Johnson
- ...Teacher of the Year
- ...International Book Fair

HONESTY

Truthfulness and honesty
are valuable qualities
Being fair and true to yourself
can help you to succeed.
Lying and cheating
should be frowned upon
as everyone should know
try to remember Pinocchio
as you begin to grow!

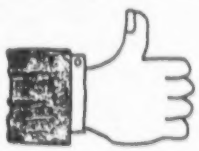
Honesty and truthfulness were
emphasized as Redondo students
participated in:
- ...CAP presentations
- ...Student book reviews
- ...Honesty Rating Charts
- ...Chapter I Author's sharing
- ...PreKindergarten Pinocchio activities

RESPONSIBILITY

Being responsible for
doing one's work
is one of Redondo's goals.
Learning to read,
and learning to write
is within our
student's control!

Redondo students and faculty
demonstrated how responsible they were
in a variety of activities:
- ...Honor Roll
- ...Badges
- ..."Smart Cookies"
- ..."Book-It"
- ...Camping
- ...Inservices
- ...Parent Workshops (PreK-Kindergarten)
- ...Winning QUIIP

CONFIDENCE



Look at me now
I have confidence
I'm not afraid
to take a chance
my written words
are evidence
that's clearly seen
with just a glance!

Redondo students, faculty, and Dade
Partners displayed their confidence by
participating in:
- ...Career Day activities
- ...Spanish Immersion
- ...Science Fair
- ...Music Club (self-esteem song)
- ...Dade Partner "Teach-In"
- ..."Books with Wings"

APPENDIX H

FIRST GRADE MONTHLY ACTIVITIES

1st Grade Activities
September, 1989

During the month of September our 1st grade students participated in a Unit on Friendship.

We read many stories about friends such as:
- Best Friends
- My Friend
- Who Will Be My Friend?

After we read the stories we discussed the qualities that make a good or best friend and listed these characteristics on experience charts.

We drew pictures of our friends and created our first book titled Our Picture Book of Friends.

In another activity we dictated sentences to describe what a friend means to each of us.

These sentences were later used to create a book titled A Friend is Someone Who...

As a class we also wrote a poem about friends and made a third book to illustrate the poem.

Our Friendship Unit was a great success as 100% of our 1st graders met this month's goal to create or share stories about friends.

Each student was awarded a Snoopcone, compliments of the PTA, for accomplishing our goals.

A POEM ABOUT FRIENDS

Good friends,
Nice friends,
Big friends,
Small friends,
Those are just a few.

White friends,
Black friends,
Old friends,
New friends,
Friends like you.

Happy friends,
Smiling friends,
Don't Forget
laughing friends.

Last of all,
Best of all,
We all need friends.

The End!

1st Grade Activities
October, 1989

During the month of October our 1st grade students participated in a Unit on Cooperate With Helping Hands.

We discussed the importance of cooperation and helping others.

We participated in a school wide United Way Campaign. Through our cooperative efforts Redondo was able to collect $300.00 to help others.

Students wrote sentences and drew pictures showing how they help each. These pictures and sentences were put together to make a book titled Helping Hands.

Students worked hard cooperating with each other and made class murals of Our 5 Senses. The murals were on display during Open House.

The PTA arranged for us to see a Puppet Show called Let's Say No. After the show we discussed how we could help one another say "NO" to wrong behavior.

During the month of October we participated in many Art Contests such as:
- Public Power Works For Me
- My Choice-Drug Free
- JHSH Fall Display

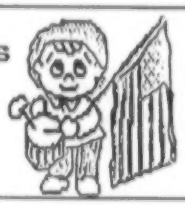
We had many beautiful pictures and lots of winners!

Our Cooperate With Helping Hands Unit was a wonderful success as 100% of our 1st graders met the month's goals to contribute to the United Way and/or complete a Group Project for Open House.

Students who met October's goals were presented with a Helping Hand Badge made by our terrific PTA.

Thanks for your "Helping Hands" PTA!

1st Grade Activities
November, 1989



During the month of November our 1st grade students participated in a Unit on Citizenship.

We discussed the qualities of a good citizen and the importance of obeying rules. We learned about our country and many of America's important symbols.

We learned the meaning of the Pledge of Allegiance and how to recite it correctly.

To demonstrate how we can be good citizens and helpful to one another we participated in a school wide Food Drive. Together we collected enough food to fill 8 Thanksgiving Baskets for needy families in our community.

Redondo's "Young Authors" participated in their first Young Authors Luncheon. Students who had written an original story were able to attend the Luncheon and share their original story with parents, students, and various community leaders.

Our 1st graders were very busy writing original stories during the month of November and as a result of their hard work our 1st grade group had a total of 25 original and wonderful stories to display at the Young Authors Luncheon.

Our Citizenship Unit was a success as 92% of our 1st grade students met November's goals.

Students who contributed to the Thanksgiving Basket and/or participated in the Young Authors Luncheon received a beautiful American Flag Pin, another gift from our PTA!

1st Grade Activities
December, 1989

During the month of December our 1st grade students participated in a Unit on Caring.

To demonstrate how we care for others we participated in a school wide project to collect toys and food for children who are needy in our community.

To continue with our 1st graders enthusiasm for writing, students wrote "I care about you" letters to a Redondo staff member and/or to a special person in their life.

Students also put together books about caring which included a Christmas Poem and a special wish for Santa. Instead of asking Santa to bring a special present for them, children asked Santa to bring a special present for some one else.

In another activity several students become Pen Pals and exchanged Christmas cards with children in New York.

In preparation for the Orange Bowl Festivities our 1st graders were asked to draw pictures revolving around the theme, "Miami Is For Me."

The pictures were displayed in several hotels in the Miami area. Several students have been contacted by visiting tourists who were pleased with their drawings.

Even through December was a short month, 100% of our 1st graders met this month's goals.

As an award for contributing to the Toys and Food Basket and/or writing "I care about you" letters students received a candy cane from our PTA!!

1st Grade Activities
January, 1990

During the month of January our 1st grade students participated in a Unit on Honesty.

We read several stories about Honesty such as:
Pinocchio
The Emperor's New Clothes
Bernstein Bears - Honesty

After reading the stories we discussed the importance of being honest and wrote sentences and drew pictures pertaining to being honest.

Students were encouraged to keep an Honesty Rating Chart for one entire week. They worked very hard to be honest at school and at home.

Many of our students have been participating in Pizza Hut's "Book It" Reading Program since last October. To maintain their incentive to read during the month of January students were recognized for reading at least 5 books.

During January our 1st grade students continued to write and publish original stories.

Redondo hosted another Young Authors Luncheon. After the Luncheon three of Redondo's Dade Partners came into our rooms and presented each child who had authored a book with a special "Redondo Young Author" badge.

Our Honesty Unit presented a challenge for many of our students. However, 100% of our students perserved and met this month's goals to read at least 5 books and/or complete the Honesty Rating Chart.

Their efforts were rewarded as the PTA presented students who met the goals with a beautiful Redondo Book Marker.

1st Grade Activities
February, 1990

During the month of February our 1st grade students participated in a Unit on Appreciation.

Our students learned about famous Black Americans and drew beautiful pictures for Redondo's Black History and Appreciation Contest. These pictures have been bound together in a wonderful picture book of important Black Americans.

Our 1st grade students participated in the Teacher Appreciation Poster Contest which was sponsored by Redondo's Future Educators. Once again our students drew beautiful pictures and we had many winners.

Students also wrote notes and letters of appreciation and exchanged Valentines with their friends at Redondo.

Several students continued writing to their Pen Pals in New York and sent letters of appreciation to their Pen Pals.

In addition to our monthly unit activities our 1st grade students worked hard preparing for the school's Science Fair. We learned about the importance of a simple machine - the wheel.

Students made simple machines which used wheels such as a wagon. These "inventions" were all displayed in the Science Fair.

Our Appreciation Unit kept everyone busy! We had 100% of our 1st graders meet this month's goal. As an award for writing 5 notes of appreciation to five different people, our students received their own box of Candy Hearts from our wonderful PTA.

1st Grade Activities
March, 1990

During the month of March our 1st grade students participated in a Unit on Responsibility.

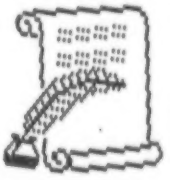
We discussed in great detail the importance of being responsible and how we can be responsible.

A very important part of being responsible 1st grade students is completing all classwork and returning all homework assignments!

After establishing the fact that completing our school work was our "Job" we were ready to see what kinds of jobs other people have.

We enjoyed participating in Redondo's Career Day. Our students really saw and learned how reading and writing are important and much needed "tools" for many jobs.

The students all loved Career Day and they made beautiful pictures and stories showing what they would like to be when they grow up!

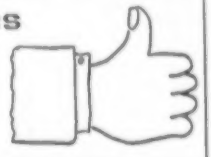


Students continued writing original stories and poems. Several of our students' stories were displayed at the South Dade Feeder Pattern Council Meeting.

Our Responsibility Unit presented a challenge for many students. Our students had to work extra hard to meet the month's objectives which were to return all Homework and/or obey the school rules.

Their efforts were rewarded as 96% received an icecream treat from the PTA for being "Responsible" 1st grade students.

1st Grade Activities
APRIL, 1990



During the month of April our 1st grade students participated in a Unit on Confidence.

We read stories about having confidence and watch Walt Disney's movie Dumbo.

We discussed the stories and wrote sentences and drew pictures about having confidence in one's own abilities.

We wrote two exciting and original class plays entitled The Lost Ball and Please Tell the Truth.

The children presented the plays to the entire school and even made a video of the plays. This of course took lots of Confidence.

Our entire school participated in the Character Education Fair. Our first grade group had many exciting things to share with everyone.

Our students presented short plays and short stories about friendship, citizenship, cooperation, honesty and responsibility.

The entire first grade group had over 200 original pieces of literature created by our students which centered around our monthly themes.

Our students definitely showed that they had confidence in their own abilities as 100% of our students met this month's goal to participate in the Character Education Fair and/or share a poem, story, or play with another class.

Each student was awarded a specially inscribed pencil for accomplishing these goals, compliments once again from our wonderful and giving PTA!